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ABSTRACT

The purpose of this survey of the grading policies of the AACRAO member institutions was to determine: (1) the nature and extent of changes from the traditional grading system; (2) practices in accepting transfer students and credits from institutions with nontraditional grading systems; (3) the rate and recency of change in grading systems; and (4) the anticipated nature of grading systems in the near future. The responses to each item in the survey were analyzed by institutional size, control, and type, as well as by regional accreditation areas. Replies were received from 1,301 or 77 percent of the member institutions. The major findings were: (1) about one half the institutions used traditional grading systems; 46 percent indicated that they were using grading systems that combined traditional and nontraditional policies; and 2 percent stated they were using nontraditional systems exclusively; (2) 61 percent of the responding institutions indicated use of the pass-fail, or credit/no-credit grading policy; (3) 31 percent of the institutions accepted credit without question when some, but not all of the grades on the transcript are nontraditional; (4) the rate of major changes in the grading system seemed to be accelerating; and (5) 41 percent predicted that their grading system would become less traditional. (AF)

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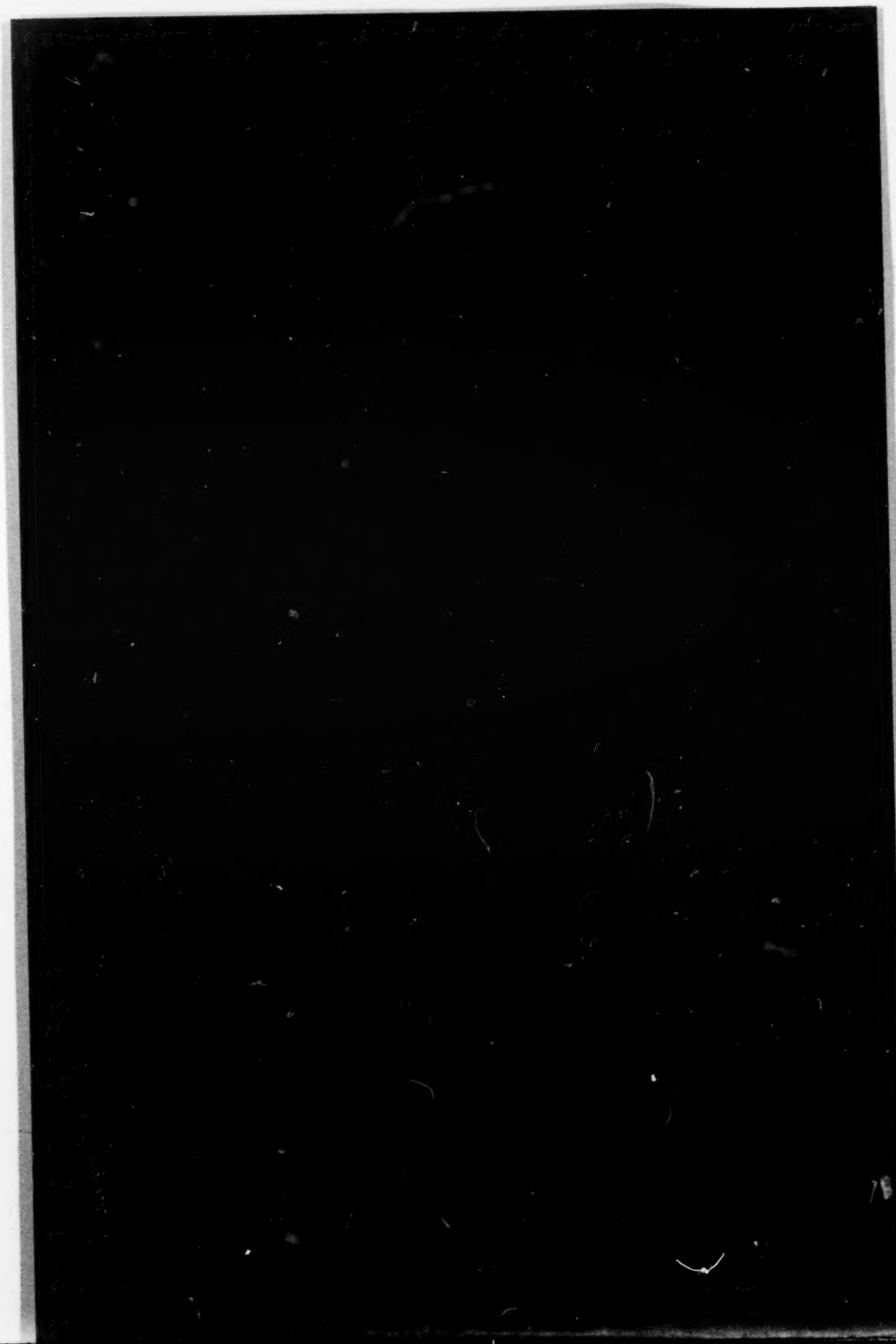

THE AACRAO SURVEY OF GRADING POLICIES IN MEMBER INSTITUTIONS

A Report of the Ad Hoc Committee
to Survey Grading Policies
in Member Institutions

1971

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AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

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GENERAL FINDINGS OF THE SURVEY

In April, 1971, a survey was conducted of the grading policies at the 1,696 member institutions of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The purposes of the survey were to determine (1) the nature and extent of changes from the traditional grading system, (2) practices in accepting transfer students and credits from institutions with non-traditional grading systems, (3) the rate and recency of change in grading systems, and (4) the anticipated nature of grading systems in the near future.

Replies were received from 1,301, or 77 percent, of the member institutions, representing approximately one-half of the institutions listed in the *Education Directory, Higher Education, 1970-71*, published by the U. S. Office of Education.

The responses to each item in the survey were analyzed by institutional size, control, and type, as well as by regional accrediting association areas.

In response to the primary question in the survey—"What type of grading system do you have?"—about one-half of all institutions indicated "traditional," defined by the survey as "letter grades, or numbers or symbols which can be converted to letter grades." Forty-six percent indicated that they were using grading systems which combined traditional and non-traditional policies, and only two percent stated they were using non-traditional systems exclusively.

The strongest attachment to traditional grading systems was found in: institutions with enrollments below 1,000; institutions from the area covered by the Southern Association of Colleges and Schools; and two-year institutions. It should be noted, however, that less than one-third of the nation's two-year colleges are included in the study.

It appears that there is a substantial move among AACRAO member institutions to modify traditional grading policies. The most common illustration of this trend is undoubtedly the pass/fail, or credit/no-credit, grading policy. It is utilized by 61 percent of the responding institutions on a partial basis, and by two percent, exclusively. Pass/fail is most popular among large institutions (96% of those with enrollments above 20,000), and among those from the area served by the Western Association of Schools and Colleges.

Specific practices in pass-fail systems vary. Slightly more than half (55%) of the institutions reporting the use of pass/fail grades limit them to elective courses; two-thirds (67%) notify the instructors of those students taking their courses on a pass/fail basis; and the quality of work represented by the "pass" is "D or above" in approximately half of the institutions (52%) and "C or above" in one third. Virtually all

institutions record grades of "pass" and "fail" on the student's permanent record, but only 39 percent include the "fail" in the student's grade point average.

It is evident that pass/fail or credit/no-credit grading policies are popular. Of the institutions responding to the survey who offer this option, however, the majority (61%) reported that fewer than ten percent of their students take courses on this basis, and 86 percent report that less than one-fourth of the courses required for the degree can be taken pass/fail. Thus, a majority practice by institutions would appear to involve a decided minority of students and courses.

An intriguing and controversial non-traditional practice—the elimination of failing grades—was covered by the survey. The rather surprising result, in view of the widespread discussion and debate on this issue, is that less than two percent of the responding institutions have eliminated failing grades. Fewer than one percent assign, but do not record, failures, and another two percent assign and record such grades but do not report them on transcripts. The overwhelming majority of institutions (96%) reported that they assign, record, and report failing grades. Little variation in this picture was noted by institutional type, size, control, or region.

A question on the handling of repeated course grades revealed an almost even split between *averaging* the repeated and original grades (46%) and *replacing* the original grade with the repeated one (54%).

Several items on the survey were directed to the question: "Do non-traditional grades on a transfer applicant's record affect his admission to another college or university?" In general, one-fourth to one-third of the institutions responding indicated they had not yet developed admission policies to deal with non-traditional grades on an applicant's college transcript. Of those with policies, the majority appeared to be quite liberal. Even if *all* of the grades on the transfer applicant's record were non-traditional, less than one percent reported that the applicant would not be considered for admission. Forty percent stated that further evidence of the quality of performance would be requested, or the applicant would be considered on the basis of other criteria, such as test scores or the reputation of the sending institution.

Where some, but not all of the grades on the transcript are non-traditional, more than one-third (36%) accept credit without question in the courses with non-traditional grades, while 31 percent request further information and nine percent place a limit on the number of such credits accepted. In calculating grade point averages—the most common criteria for admission of transfer students—44 percent of the responding institutions disregard non-traditional grades, while 21 percent request further information from the sending institutions and seven percent assign such grades an arbitrary value.

The highest proportion of institutions with liberal policies for the

admission of transfer students with non-traditional grades appears to be: those with large enrollments; public institutions; and institutions located in the Western and Northwest regional accrediting association areas. The conservative positions are reflected to a greater extent by: small institutions; private colleges and universities; and institutions located in the areas served by the New England, Middle States, and Southern Associations.

Admission to graduate and professional schools is of special concern to institutions considering non-traditional grading systems for their undergraduates. One-fourth of the institutions with graduate and/or professional programs report that admission is jeopardized or delayed if a substantial number of undergraduate grades are non-traditional. Almost as many (21%) state that the presence of such grades does not affect admission to graduate or professional study. The largest percentage of responses to this question indicate that no policy has been established (37%), and the remainder (16%) report that policies vary among departments. More than half of the respondents have not developed institutional policies, while the remainder are about evenly split between those who place restrictions on graduate and professional admission when confronted with a substantial number of non-traditional grades on the applicant's record, and those who do not. The issue is far from resolved, and the "undecided" institutions hold the key.

Responses to the survey suggest that the rate of major changes in grading systems is accelerating, with such changes occurring within the last year—or now in progress—in one-third of the institutions. Twenty-three percent of the institutions report major changes one to two years ago and the same percent three to five years ago; only 18 percent report that their last major change was more than six years ago. The ferment of grading system changes appears to be greatest among the larger institutions and those located in the area served by the Northwest Association of Secondary and Higher Schools—least in the smaller schools and those located in the Southern Association area.

The respondents—college and university registrars—were asked to predict the shape of future grading system changes in their institutions. Six percent declined the invitation. Of the remainder, less than three percent believe their systems will become more traditional; 41 percent predict that their grading systems will become less traditional; and the remainder (56%) expect their current practices to be maintained.

The survey results contain a few surprises and confirm a number of commonly held views. They also point to several unresolved issues concerning grading systems and their effects on admission policies. The survey will be of value, however, only if it goes beyond settling arguments about current trends in college grading systems, and assists college faculty members, administrators, and students in defining some of the issues and alternatives to be considered as they review grading policies in their own institutions.

METHOD AND RATE OF RESPONSE

Preliminary forms of the questionnaire were mailed to thirty-two member institutions on March 2, 1971. Thirty were returned, for a response rate of 93.75 percent. The pilot survey included institutions representing each category in the study.

As a result of the responses, the questionnaire was modified and the format and the wording of the questionnaire were reviewed and revised in consultation with staff members of the Survey Research Laboratory and the Office of Administrative Data Processing at the University of Illinois.

On April 12, 1971, the final survey form was mailed to 1,696 AACRAO member institutions—1,651 located in the United States, Puerto Rico, and the Virgin Islands, and 45 in other countries, including 34 in Canada, two in Mexico, two in Lebanon, and one each in the Philippines, Hong Kong, Iran, India, the United Arab Republic, Israel and France. Of the total number of institutions receiving the questionnaire, replies were received from 1,301, or 76.71 percent. In view of the high percentage of return, no follow-up mailing was considered necessary.

Of the member institutions in the United States and its outlying areas, 1,278 (77.41%) responded. Eighteen institutions returned more than one form, for a total of 27 additional forms, reporting the varying policies of units or divisions in those institutions. Thus, the total number of questionnaires returned by institutions in the United States and its outlying areas was 1,305.

Of the member institutions in other countries, 20 replied from

Table 1. Comparison of Institutions Responding with Total AACRAO Member Institutions by Type, Control, and Size, for the United States and Its Outlying Areas

	No. of AACRAO Member Institutions	No. of Institutions Responding	Percent
Total	1,651	1,278	77.41
Type			
Two-year	336	279	83.04
Four-year	555	468	84.32
Four-year with graduate and/or professional; upper division and graduate only; professional only; and other	760	531	69.87
Control			
Public	687	548	79.77
Private	964	730	75.73
Size			
Less than 1,000	577	440	76.26
1,000- 4,999	688	522	75.87
5,000- 9,999	218	162	74.31
10,000-20,000	115	105	91.30
Over 20,000	53	49	92.45

Canada, for a response rate of 57.65 percent, and three (27.27%) responded from the remaining countries.

The response rate was checked by type, control, and size of AACRAO member institutions in the United States and its outlying areas. To obtain these data, the AACRAO list of member institutions was coded with the appropriate information obtained from the *Education Directory, Higher Education, 1970-71*, published by the U. S. Office of Education. Counts were then made of the number of member institutions in each category, and the comparisons with the numbers of respondents are shown in Table 1.

Compared with the total membership of AACRAO (excluding foreign) in each of the categories, the following points are evident:

1. A higher percentage of two- and four-year institutions responded to the questionnaire (83.04%[1] and 84.32%, respectively) than did institutions from all other types combined (69.87%).
2. Response rates from public and private institutions were similar (79.77% and 75.73%, respectively).
3. Very high response rates were evident from the larger institutions (91.30% from those with 10,000 to 20,000 students, and 92.45% from those with more than 20,000 students). Response rates from smaller institutions were about the same as the average from all institutions combined.

In order to determine differences in the response rate from different geographical regions, responses are grouped, in Table 2, by state within regional accrediting association. The response rate varies from 69.67 percent for member institutions located in the area served by the Middle States Association to 84.72 percent for those in the Northwest Association, with an average for the member institutions in the United States and its outlying areas of 76.71 percent.

Variations among the states were somewhat greater, ranging from a low of 25.0 percent of the AACRAO member institutions in Alaska (1 of 4) and Puerto Rico (1 of 4) to a high of 100 percent in Montana, Nevada, Utah, the Virgin Islands, and Wyoming.

Table 2 also presents a comparison of the number of AACRAO member institutions in each state and region with the number of regional accrediting association member institutions. Requirements for membership in AACRAO differ from those established for membership in the regional accrediting associations. Membership in AACRAO is open to institutions of higher education listed as "A", "B", or "C" institutions in the AACRAO publication, *Report of Credit Given.* This publication

[1] It should be noted, however, that this represents the responses from two-year AACRAO member institutions only. Such institutions constitute only 31 percent of the total number of two-year institutions listed in the *Education Directory, Higher Education, 1970-71.* (see Table 3).

Table 2. Institutional Response by State within Regional Accrediting Association Areas

	No. of AACRAO Member Institutions	No. of Institutions Responding	Percent of AACRAO Member Institutions Responding	No. of Questionnaires Returned[1]	No. of Regionally Accredited Institutions[2]
Southern Association of Colleges and Schools					
Alabama	31	24	77.42	25	37
Florida	47	32	68.09	33	52
Georgia	44	36	81.81	36	53
Kentucky	22	15	68.18	15	30
Louisiana	23	16	69.56	16	21
Mississippi	12	11	91.67	11	31
North Carolina	45	33	73.33	33	76
South Carolina	22	16	72.72	16	24
Tennessee	36	25	69.44	25	47
Texas	86	75	87.21	77	100
Virginia	40	29	72.50	29	44
	408	312	76.47	316	515
Northwest Association of Secondary and Higher Schools					
Alaska	4	1	25.00	1	3
Idaho	8	7	87.50	7	9
Montana	7	7	100.00	7	11
Nevada	2	2	100.00	2	2
Oregon	22	16	72.72	17	28
Utah	7	7	100.00	7	11
Washington	22	21	95.45	21	35
	72	61	84.72	62	99
North Central Association of Colleges and Secondary Schools					
Arizona	10	6	60.00	6	11
Arkansas	16	12	75.00	12	17
Colorado	26	24	92.31	24	22
Illinois	97	81	83.51	82	81
Indiana	46	38	82.61	38	41
Iowa	34	29	85.29	32	39
Kansas	31	28	90.32	28	32
Michigan	57	52	91.23	52	56
Minnesota	30	26	86.66	26	30
Missouri	60	48	80.00	49	54
Nebraska	22	20	90.90	21	16
New Mexico	10	9	90.00	9	11
North Dakota	9	7	77.78	7	9
Ohio	68	46	67.65	47	61
Oklahoma	17	16	94.12	16	25
South Dakota	12	11	91.67	11	13
West Virginia	16	12	75.00	12	18
Wisconsin	38	31	81.58	31	37
Wyoming	2	2	100.00	2	4
	601	498	82.86	505	577

Table 2 continued

Western Association of Schools and Colleges					
California	103	81	78.64	83	186
Guam	—	—	—	—	—
Hawaii	7	5	71.43	5	7
	110	86	78.18	88	194
Middle States Association of Colleges and Secondary Schools					
Canal Zone	—	—	—	—	1
Delaware	4	3	75.00	3	3
District of Columbia	11	6	54.55	14	14
Maryland	34	23	67.65	23	38
New Jersey	33	22	66.67	23	31
New York	142	105	73.94	106	157
Pennsylvania	104	71	68.27	73	109
Puerto Rico	4	1	25.00	1	5
Virgin Islands	1	1	100.00	1	—
	333	232	69.67	244	358
New England Association of Colleges and Secondary Schools, Inc.					
Connecticut	28	21	75.00	22	24
Maine	12	7	58.33	7	14
Massachusetts	55	39	70.90	39	78
New Hampshire	9	6	66.67	6	11
Rhode Island	10	6	60.00	6	10
Vermont	13	10	76.92	10	14
	127	89	70.08	90	151
Sub-total	1,651	1,278	77.41	1,305	1,894
Canada	34	20	57.65	20	
Other countries	11	3	27.27	3	
TOTAL	1,696	1,301	76.71	1,328	

[1] Some institutions returned more than one copy of the form, reporting different grading systems for different units in the institution.

[2] Counts obtained from *Accredited Institutions of Higher Education*, 1970-71, published for Federation of Regional Accrediting Commissions of Higher Education, by American Council on Education, Washington, D. C., 1970. Branch campuses and affiliated institutions were included when listed separately. Institutions holding "Recognized Candidate for Accreditation" or "Correspondent" status were *not* included.

reports the policy of a reporting institution in each state—usually the state university—in accepting credit for the work done at other institutions listed in that state. "A" indicates credit accepted; "B", credit accepted on a limited basis; and "C", credit accepted provisionally.

In Table 3, a comparison is made between the number of AACRAO member institutions (from the United States and its outlying areas) responding to the survey, and the number of institutions listed in the *Education Directory* of the U. S. Office of Education.

Responding AACRAO institutions represent approximately one-half (49.67%) of the total number listed in the *Education Directory*. The

Table 3. Comparison of Institutions Responding with Institutions Listed in *Education Directory, Higher Education, 1970-71*[1]

	No. Listed in Education Directory[2]	No. of Institutions Responding[2]	Percent of Responding Institutions
Total	2,573	1,278	49.67
Control			
Public	1,101	548	49.77
Private	1,472	730	49.59
Type			
Two-year	897	279	31.10
Four-year	773	468	60.54
Four-year with graduate and/or professional; upper division and graduate only; professional only; and other	903	531	58.80

[1] *Education Directory, Higher Education, 1970-71*, National Center for Educational Statistics, Office of Education, U. S. Department of Health, Education, and Welfare, Washington, D. C., 1971.

[2] The United States and its outlying areas.

comparison of responses from public and private institutions with the *Education Directory* listings yields similar results (49.77% and 49.59%, respectively). Representation of two-year institutions is substantially lower, (31.10%), while that of four-year institutions and of all other types combined is somewhat higher (60.54% and 58.80%, respectively).

Thus, in comparison with the total listing by the United States Office of Education of institutions of higher learning in the United States and its outlying areas, the response to this survey is weakest for the two-year colleges. Some caution should be applied in interpreting the findings for this category.

ANALYSIS OF THE RESPONSES

Nineteen items, in addition to the institutional identification questions, make up the survey. They cover the following four general areas: present grading practices; undergraduate transfer admission policies related to the grading practices of sending institutions; graduate-professional admission policies related to the grading practices of sending institutions; and changes in grading systems. Within each general area, the responses to each question are reported separately.

Present Grading Practices

What type of grading system do you have? As indicated in Table 4, institutions were given the option of checking *traditional* (defined as "letter grades, or numbers or symbols which can be converted to letter grades"), *non-traditional* (defined as "pass/fail, written achievement reports, credit/no-credit, etc., which cannot be converted to traditional letter grades"), or a *combination* of traditional and non-traditional. Contrary to a widespread belief that a substantial number of institutions

Table 4. What type of grading system do you have?

	Traditional		Non-traditional		A combination of the two		No response[1]	
	No.	%	No.	%	No.	%	No.	%
Total	682	51.59	32	2.42	607	45.92	7	.53
Type								
Two-year	211	74.30	2	.70	71	25.00		
Four-year	242	51.49	7	1.49	221	47.02		
Four-year with graduate and/or professional	193	38.14	13	2.57	299	59.09	5	.98
Upper division and graduate only	12	60.00	3	15.00	5	25.00		
Professional only	23	60.53	6	15.79	9	23.68	1	2.56
Other	1	25.00	1	25.00	2	50.00		
Size								
Less than 1,000	260	58.43	18	4.04	167	37.53	3	.67
1,000-4,999	295	55.35	10	1.88	228	42.78	3	.56
5,000-9,999	85	48.02	2	1.13	90	50.85		
10,000-20,000	34	29.06	1	.85	81	69.23	1	.85
Over 20,000	8	16.00	1	2.00	41	82.00		
Control								
Public	311	54.75	11	1.94	246	43.31		
Private	371	49.20	21	2.79	361	47.88	5	.66
Region								
New England	47	54.02	5	5.75	35	40.23	1	1.14
Middle States	115	47.33	6	2.47	121	49.79	3	1.22
Southern	214	68.15	5	1.59	95	30.25	1	.32
North Central	236	46.83	11	2.18	257	50.99	1	.20
Northwest	24	37.50	2	3.13	38	59.38		
Western	27	31.03	3	3.45	57	65.52	1	1.14
Canada	17	85.00			3	15.00		
Other Countries	2	66.67			1	33.33		

[1] Throughout the report, it should be noted that the percentages in the "no response" columns are based on the total number of institutions returning questionnaires, whereas the percentages in all other columns are based on the number of responses to the item concerned.

have turned away from traditional grading systems, only 32 (2.42%) of the institutions responding checked "non-traditional." The greatest number of these in each of the various categories of responding institutions were: four-year institutions with graduate and/or professional programs (13); institutions with less than 1,000 enrollment (18); private institutions (21); and institutions located in the region served by the North Central Association (11).

The remaining institutions were almost evenly divided between traditional (682, or 51.59%) and combination (607, or 45.92%) grading systems. Of special interest is the fact that 74.30 percent of the two-year institutions responding to the questionnaire checked traditional—the highest percentage of any of the types of institutions covered by the survey. Of the remaining types of institutions (excluding "other"), the "four-year with graduate and/or professional" institutions have the smallest percentage of traditional grading systems (38.14%) and the highest percentage of combinations of traditional and non-traditional systems (59.09%).

The percentage of institutions maintaining traditional grading systems decreased as size increased. Of those reporting less than 1,000

enrollment, 58.43 percent have traditional systems, compared to 25.30 percent of those with enrollments exceeding 10,000.

There was little difference in grading systems between public and private institutions. There was, however, a variation in the use of traditional grading systems by institutions located in the areas served by different regional accrediting associations, from a low of 31.03 percent in the Western Association to a high of 68.15 percent in the Southern Association.

Table 5. Do you utilize a pass/fail (or credit/no-credit) system?

	Yes, exclusively		Yes, partially		No		No response	
	No.	%	No.	%	No.	%	No.	%
Total	24	1.84	791	60.71	488	37.45	25	1.88
Type								
Two-year	1	.36	86	30.94	191	68.71	6	2.11
Four-year	6	1.28	303	64.88	158	33.83	4	.85
Four-year with graduate and/or professional	8	1.60	381	76.35	110	22.04	11	2.16
Upper division and graduate only	2	11.11	6	33.33	10	55.56	2	10.00
Professional only	6	16.22	13	35.14	18	48.65	2	5.13
Other	1	25.00	2	50.00	1	25.00		
Size								
Less than 1,000	17	3.87	232	52.85	190	43.28	9	2.01
1,000-4,999	7	1.32	302	57.09	220	41.59	7	1.31
5,000-9,999			117	67.63	56	32.37	4	2.26
10,000-20,000			93	82.30	20	17.70	4	3.42
Over 20,000			47	95.92	2	4.08	1	2.00
Control								
Public	9	1.61	319	57.17	230	41.22	12	2.11
Private	15	2.01	472	63.36	258	34.63	13	1.72
Region								
New England	4	4.60	46	52.87	37	42.53	1	1.14
Middle States	3	1.24	154	63.64	85	35.12	3	1.22
Southern	5	1.63	139	45.42	162	52.94	9	2.86
North Central	8	1.61	324	65.06	166	33.33	7	1.39
Northwest	1	1.56	50	78.13	13	20.31		
Western	3	3.53	72	84.71	10	11.76	3	3.41
Canada			5	27.78	13	72.22	2	10.00
Other Countries			1	33.33	2	66.67		

Do you utilize a pass/fail (or credit/no-credit) system? Table 5 reports the responses to the question that begins a series of items related to pass/fail (or credit/no-credit) systems. Those responding "yes, exclusively" were asked to omit the last few questions in the series referring to optional plans. Those responding "yes, partially" (optional for students and/or for certain courses) were asked to respond to all of the remaining questions in the series. Those responding "no" were asked to omit all of the remaining questions in the series.

Of the 1,303 institutions responding to this item, 791 (60.71%) reported that they were utilizing an optional pass/fail system. Only 24 (1.84%) reported exclusive use of this system, and 488 (37.45%) reported no use of the system whatsoever.

A majority of the two-year colleges (68.71%) reported that they

were not using the pass/fail system. The optional system enjoyed its greatest use among the "four-year with graduate and/or professional" institutions (76.35%).

By size of institution, it is interesting to note that the larger the institution, the more likely a partial pass/fail system is in operation, with the range extending from 52.85 percent of those with less than 1,000 students, to 86.42 percent of those with over 10,000 students.

A somewhat higher proportion of private (63.36%) than public (57.17%) institutions uses a partial pass/fail system. The region with the highest percentage of reporting institutions utilizing an optional pass/fail system is the Western Association (84.71%), with the Northwest Association close behind (78.13%) and the Southern Association reporting the lowest percentage (45.42%).

Are the courses which can be taken pass/fail (or credit/no-credit) limited to electives? Are the faculty members teaching these courses given notice of which students elected the pass/fail (or credit/no-credit) option? The above items on the questionnaire relate to details of pass/fail systems of interest to a number of institutions. The results are presented in Tables 6 and 7. Only about 60 percent of the institutions returning questionnaires answered these items. Most of the re-

Table 6. Are the courses which can be taken pass/fail (or credit/no-credit) limited to electives?

	Yes		No		No response	
	No.	%	No.	%	No.	%
Total	436	55.12	355	44.88	537	40.44
Type						
Two-year	38	44.19	48	55.81	198	69.72
Four-year	169	55.59	135	44.41	167	35.46
Four-year with graduate and/or professional	218	57.98	158	42.02	134	26.27
Upper division and graduate only	4	50.00	4	50.00	12	60.00
Professional only	6	40.00	9	60.00	24	61.54
Other	1	50.00	1	50.00	2	50.00
Size						
Less than 1,000	133	56.12	104	43.88	211	47.10
1,000-4,999	167	55.48	134	44.52	235	43.84
5,000-9,999	64	57.14	48	42.86	65	36.72
10,000-20,000	48	51.06	46	48.94	23	19.66
Over 20,000	24	51.06	23	48.94	3	6.00
Control						
Public	172	54.26	145	45.74	253	44.39
Private	264	55.70	210	44.30	284	37.47
Region						
New England	27	57.45	20	42.55	41	46.59
Middle States	93	61.18	59	38.82	93	37.96
Southern	83	58.87	58	41.13	174	55.24
North Central	177	54.80	146	45.20	182	36.04
Northwest	21	42.00	29	58.00	14	21.88
Western	32	44.44	40	55.56	16	18.18
Canada	3	60.00	2	40.00	15	75.00
Other Countries			1	100.00	2	66.67

Table 7. Are the faculty members teaching these courses given notice of which students elected the pass/fail (or credit/no-credit) option?

	Yes		No		No response	
	No.	%	No.	%	No.	%
Total	509	67.06	250	32.94	569	42.85
Type						
Two-year	64	81.01	15	18.99	205	72.18
Four-year	199	69.34	88	30.66	184	39.07
Four-year with graduate and/or professional	232	62.20	141	37.80	137	26.86
Upper division and graduate only	6	85.71	1	14.29	13	65.00
Professional only	6	54.55	5	45.45	28	71.79
Other	2	100.00			2	50.00
Size						
Less than 1,000	158	72.48	60	27.52	230	51.34
1,000-4,999	201	68.60	92	31.40	243	45.34
5,000-9,999	60	55.05	49	44.95	68	38.42
10,000-20,000	62	65.96	32	34.04	23	19.66
Over 20,000	28	62.22	17	37.78	5	10.00
Control						
Public	198	64.29	110	35.71	262	45.96
Private	311	68.96	140	31.04	307	40.50
Region						
New England	30	69.77	13	30.23	45	51.14
Middle States	92	61.74	57	38.26	96	39.18
Southern	104	80.00	26	20.00	185	58.73
North Central	196	63.02	115	36.98	194	38.42
Northwest	27	57.45	20	42.55	17	26.56
Western	57	78.08	16	21.92	15	17.05
Canada	2	40.00	3	60.00	15	75.00
Other Countries	1	100.00			2	66.67

mainder had followed the instructions to skip these items, since they were not appropriate in view of their response to the preceding question.

Of those who responded, 55.12 percent indicated that courses which could be taken on a pass/fail basis are limited to electives, while 44.88 percent indicated that required, as well as elective courses, could be taken pass/fail.

These percentages were reversed by the two-year institutions responding to this item. Size and control of institution, however, did not seem to be related to the practice of restricting the pass/fail option.

Insofar as accrediting association region is concerned, the highest percentages of responding institutions whose students could apply the pass/fail option to both required and elective courses were located in the Northwest and Western Associations (58.0% and 55.56%, respectively).

Greater differences occur on the matter of withholding from faculty members information concerning which of their students elect the pass/fail option. Of the institutions responding to this item, 32.94 percent withhold the information, while 67.06 percent make such information available to faculty members. The junior colleges report the highest percentage of institutions (81.01%) who notify faculty members of the students electing the pass/fail option. Smaller institutions are also more likely to provide such information to their faculty members

(72.48% for those with less than 1,000 students). Among the regions, the practice of advising faculty as to which students elect a pass/fail grade is most common in the Southern (80.0%) and Western (78.08%) Associations.

Do you record grades of "pass" or "credit" on the student's permanent record? The overwhelming practice of the institutions responding to this question, as indicated in Table 8, is to list "pass" or "credit" grades on the student's permanent record (98.54%). This practice was uniform across the various categories of institutions.

Table 8. Do you record grades of "pass" or "credit" on the student's permanent record?

	Yes		No		No response	
	No.	%	No.	%	No.	%
Total	812	98.54	12	1.46	504	37.95
Type						
Two-year	85	95.51	4	4.49	195	68.66
Four-year	308	99.35	2	.65	161	34.18
Four-year with graduate and/or professional	387	98.47	6	1.53	117	22.94
Upper division and graduate only	10	100.00			10	50.00
Professional only	19	100.00			20	51.28
Other	3	100.00			1	25.00
Size						
Less than 1,000	252	98.82	3	1.18	193	43.08
1,000-4,999	303	97.74	7	2.26	226	42.16
5,000-9,999	117	98.32	2	1.68	58	32.77
10,000-20,000	93	100.00			24	20.51
Over 20,000	47	100.00			3	6.00
Control						
Public	323	97.58	8	2.42	239	41.93
Private	489	99.19	4	.81	265	34.96
Region						
New England	50	98.04	1	1.96	37	42.05
Middle States	157	99.37	1	.63	87	35.51
Southern	147	99.32	1	.68	167	53.02
North Central	328	98.50	5	1.50	172	34.06
Northwest	47	92.16	4	7.84	13	20.31
Western	76	100.00			12	13.64
Canada	6	100.00			14	70.00
Other Countries	1	100.00			2	66.67

Do you record grades of "fail" or "no-credit" on the student's permanent record? Table 9 shows that, of the institutions responding to this question, a majority (55.02%) record "fail" or "no-credit" grades, but do *not* include them in the student's grade point average. These grades are recorded and included in the grade point average by 39.09 percent of the institutions. Only 5.88 percent do not record such grades.

Among the types of institutions with substantial numbers of responses to this question, the differences are not marked, although the percentage of two-year institutions which include "fail" or "no-credit" grades in the grade point average is somewhat less than that of the four-year institutions with graduate and/or professional programs (32.95%

compared with 41.19%). It is interesting to note that a higher percentage of the two-year institutions omit grades of "fail" or "no-credit" from the student's permanent record than do either the four-year institutions, or those with graduate and/or professional programs. The percentages are 10.23, 5.81, and 5.18, respectively.

Table 9. Do you record grades of "fail" or "no credit" on the student's permanent record?

	Yes, and include in g.p.a.		Yes, but do *not* include in g.p.a.		No		No response	
	No.	%	No.	%	No.	%	No.	%
Total	319	39.09	449	55.02	48	5.88	512	38.55
Type								
Two-year	29	32.95	50	56.82	9	10.23	196	69.01
Four-year	115	37.10	177	57.10	18	5.81	161	34.18
Four-year with graduate and/or professional	159	41.19	207	53.63	20	5.18	124	24.31
Upper division and graduate only	6	60.00	3	30.00	1	10.00	10	50.00
Professional only	10	52.63	9	47.37			20	51.28
Other			3	100.00			1	25.00
Size								
Less than 1,000	91	36.11	143	56.75	18	7.14	196	43.75
1,000-4,999	118	38.56	165	53.92	23	7.52	230	42.91
5,000-9,999	63	53.39	52	44.07	3	2.54	59	33.33
10,000-20,000	24	25.81	65	69.89	4	4.30	24	20.51
Over 20,000	23	48.94	24	51.06			3	6.00
Control								
Public	123	37.85	187	57.54	15	4.62	245	42.98
Private	196	39.92	262	53.36	33	6.72	267	35.22
Region								
New England	14	26.42	34	64.15	5	9.43	35	39.77
Middle States	75	47.77	79	50.32	3	1.91	88	35.92
Southern	53	36.81	81	56.25	10	6.94	171	54.29
North Central	133	40.06	180	54.22	19	5.72	173	34.26
Northwest	22	43.14	26	50.98	3	5.88	13	20.31
Western	18	25.00	47	65.28	7	9.72	16	18.18
Canada	4	66.67	2	33.33			14	70.00
Other Countries					1	100.00	2	66.67

As indicated in Table 9, practices differ according to institutional size. Institutions between 5,000 and 9,999 students and those with over 20,000 students are more apt to include "fail" grades in the grade point average than are institutions in the other size ranges. The majority of responding institutions in all size categories *exclude* grades of "fail" from the grade point average, with the exception of those in the 5,000 to 9,999 enrollment range.

The practice of including or excluding grades of "fail" in the grade point average does not vary substantially between public and private institutions. There are differences, however, among the regional accrediting association areas. The Western and New England Association areas contained the highest percentage of responding institutions who do not include such grades in the grade/point average (65.28% and

64.15%, respectively). The Middle States Association presents the highest proportion of responding institutions who do include grades of "fail" in the grade point average, but even this is less than one-half (47.77%). In addition, it is interesting to note that nearly 10 percent of the institutions reporting from the New England and Western Association do not record such grades on the student's permanent record.

Approximately what percentage of your students take courses on a pass/fail (or credit/no-credit) basis? Approximately what percentage of the credits required for a bachelor's degree (associate degree for two-year institutions) may be taken on a pass/fail or credit/no-credit basis? The answers to these questions, from institutions with pass/fail or credit/no-credit grading systems, are summarized in Tables 10 and 11.

The largest proportion of responding institutions checked "Less than 10%" of their students (60.78%) were taking courses on a pass/fail or credit/no-credit basis, and 46.77 percent of the responding institutions indicated that less than ten percent of the credits required for the degree could be taken under such grading systems. The next highest percentage of response to both questions was in the "10% to 24%" range, where 19.55 percent of the responding institutions reported students taking such courses, and 38.76 percent reported pass/fail credits could be applied toward a degree. There were 11.85 percent of the responding institutions reporting that 50 percent or more of their students took courses on a pass/fail basis, whereas only 5.56 percent of the responding institutions reported that 50 percent or more of the credits required for a degree could be taken on this basis.

Variations in the answers to these questions among the types of institutions responding were minor and somewhat mixed. In terms of institutional size, those with enrollments between 5,000 and 9,999 seemed most restrictive in the percentage of students taking courses on a pass/fail basis (74.56% reported "Less than 10%), while institutions with less than 1,000 enrollment were most likely to have sizeable percentages of their students on a pass/fail basis.

Substantial differences can be noted in the position of public and private institutions on the question of the percentage of students taking courses on a pass/fail basis. Of the public institutions responding to this item, 70.25 percent reported that less than 10 percent of their students were taking such courses, compared to 54.51 percent of the private institutions. On the other hand, 14.88 percent of the private institutions reported 50 percent or more of their students taking pass/fail courses, compared to 7.27 percent of the public institutions. There was little difference between public and private institutions in the percentage of credits required for a degree which could be taken on a pass/fail basis.

Insofar as differences among regional association areas were concerned, responding institutions from the New England Association and

Table 10. Approximately what percentage of your students take courses on a pass/fail (or credit/no-credit) basis?

	Less than 10%		10% to 24%		25% to 49%		50% to 74%		75% to 99%		100%		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total	482	60.78	155	19.55	62	7.82	25	3.15	26	3.28	43	5.42	535	40.29
Type														
Two-year	61	69.32	15	17.05	4	4.55	3	3.41	1	1.14	4	4.55	196	69.01
Four-year	172	57.33	67	22.33	22	7.33	13	4.33	13	4.33	13	4.33	171	36.31
Four-year with graduate and/or professional	242	64.02	70	18.52	33	8.73	9	2.38	12	3.17	12	3.17	132	25.88
Upper division and graduate only	4	44.44	2	22.22							3	33.33	11	55.00
Professional only	3	20.00			3	20.00					9	60.00	24	61.54
Other			1	33.33							2	66.67	1	25.00
Size														
Less than 1,000	134	54.69	47	19.18	13	5.31	10	4.08	10	4.08	31	12.65	203	45.31
1,000-4,999	178	59.73	56	18.79	32	10.74	11	3.69	9	3.02	12	4.03	238	44.40
5,000-9,999	85	74.56	21	18.42	5	4.39	1	.88	2	1.75			63	35.59
10,000-20,000	60	66.67	19	21.11	7	7.78	2	2.22	2	2.22			27	23.08
Over 20,000	25	54.35	12	26.09	5	10.87	1	2.17	3	6.52			4	8.00
Control														
Public	222	70.25	52	16.46	19	6.01	5	1.58	8	2.53	10	3.16	254	44.56
Private	260	54.51	103	21.59	43	9.01	20	4.19	18	3.77	33	6.92	281	37.07
Region														
New England	31	60.78	8	15.69	2	3.92	3	5.88	1	1.96	6	11.76	37	42.05
Middle States	82	53.95	37	24.34	18	11.84	5	3.29	4	2.63	6	3.95	93	37.96
Southern	92	66.19	23	16.55	6	4.32	4	2.88	4	2.88	10	7.19	176	55.87
North Central	202	63.32	60	18.81	22	6.90	10	3.13	10	3.13	15	4.70	186	36.83
Northwest	29	56.86	8	15.69	5	9.80	1	1.96	5	9.80	3	5.88	13	20.31
Western	42	56.00	17	22.67	9	12.00	2	2.67	2	2.67	3	4.00	13	14.77
Canada	4	80.00	1	20.00									15	75.00
Other Countries			1	100.00									2	66.67

Table 11. Approximately what percentage of the credits required for a bachelor's degree (associate degree for two-year institutions) may be taken on a pass/fail (or credit/no-credit) basis?

	Less than 10%		10% to 24%		25% to 49%		50% to 74%		75% to 99%		100%		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total	362	46.77	300	38.76	69	8.91	6	.78	1	.13	36	4.65	554	41.72
Type														
Two-year	46	55.42	27	32.53	4	4.82					6	7.23	201	70.77
Four-year	148	49.01	119	39.40	23	7.62	1	.33			11	3.64	169	35.88
Four-year with graduate and/or professional	163	43.24	152	40.32	41	10.88	5	1.33	1	.27	15	3.98	133	26.08
Upper division and graduate only	1	25.00	2	50.00							1	25.00	16	80.00
Professional only	4	50.00			1	12.50					3	37.50	31	79.49
Other													4	100.00
Size														
Less than 1,000	122	53.74	77	33.92	11	4.85	1	.44			16	7.05	221	49.33
1,000-4,999	148	48.84	106	34.98	31	10.23	3	.99	1	.33	14	4.62	233	43.47
5,000-9,999	47	42.73	54	49.09	7	6.36					2	1.82	67	37.85
10,000-20,000	32	35.16	41	45.05	12	13.19	2	2.20			4	4.40	26	22.22
Over 20,000	13	30.23	22	51.16	8	18.60							7	14.00
Control														
Public	140	45.16	127	40.97	30	9.68	3	.97			10	3.23	260	45.61
Private	222	47.84	173	37.28	39	8.41	3	.65	1	.22	26	5.60	294	38.79
Region														
New England	22	44.00	18	36.00	4	8.00					6	12.00	38	43.18
Middle States	69	46.31	56	37.58	15	10.07	4	2.68	1	.67	4	2.68	96	39.18
Southern	91	65.47	41	29.50	3	2.16					4	2.88	176	55.87
North Central	132	41.77	146	46.20	25	7.91	1	.32			12	3.80	189	37.43
Northwest	19	41.30	18	39.13	8	17.39					1	2.17	18	28.13
Western	26	38.24	19	27.94	13	19.12	1	1.47			9	13.24	20	22.73
Canada	3	60.00	1	20.00	1	20.00							15	75.00
Other Countries			1	100.00									2	66.67

Western Association areas were more likely to have higher percentages of their students taking courses on a pass/fail basis than institutions from the other areas. They also were more likely to report higher percentages of required credits which could be taken on such a basis.

What quality of work is represented by "pass" or "credit"? One of the common questions about pass/fail grading systems concerns the quality of work represented by the grade of "pass." Variations in institutional policies are presented in Table 12, indicating that approximately one-third of the institutions responding to this question restrict grades of "pass" to work at the "C" level and above, whereas the majority (52.39%) assigned "pass" grades to work of "D" quality and above. It is somewhat surprising to note that 13 percent of the responding institutions have not yet determined the quality of work, in terms of traditional grades, which is represented by "pass."

Differences among institutions do not appear to be very great insofar as type, size, or control are concerned. Among the regional associations, however, substantial differences do appear, with 64.71 percent of the responding institutions from the New England Association area reporting grades of "D" and above as equivalent to a "pass," compared with 33.33 percent of the institutions responding from the Western Association region.

Which of the following best describes your policy on failing grades?[1] Turning from the details of pass/fail grading policies, the survey raised an issue which is now being widely discussed and warmly debated in educational circles—the role and function of failing grades. The possible answers to the question above, as indicated in Table 13, ranged in order of their departure from traditional practice, with the most traditional (failing grades are assigned, recorded, and reported on transcripts) being listed first, and the least traditional practice (failing grades are not assigned) being listed last. The record is clear, with 95.98 percent of all the responding institutions marking the most traditional choice, and only 1.97 percent of all the responding institutions marking the least traditional. For the two intermediate positions, 1.52 percent indicated that their institutions assigned and recorded failing grades, but did not report them on transcripts, while .53 percent indicated that failing grades were assigned, but not recorded. Thus while the debate continues, the evidence indicates that very few institutions have discontinued the use of failing grades.

On this item, there were no substantial differences from the total response by type, size, control, or region of institution.

If failing grades are not assigned, does the student's permanent record reflect in any way that the course was attempted? It is interesting to note, on Table 14, that 157 institutions responded to this question, even though only 26 had indicated in the previous question that they

1 This question is reproduced in its entirety in the Appendix.

Table 12. What quality of work is represented by "pass" or "credit"?

	B and above		C and above		D and above		Undetermined		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total	10	1.23	272	33.37	427	52.39	106	13.01	513	38.63
Type										
Two-year	3	3.33	37	41.11	41	45.56	9	10.00	194	68.31
Four-year	3	.97	109	35.39	169	54.87	27	8.77	163	34.61
Four-year with graduate and/or professional	2	.52	114	29.46	209	54.01	62	16.02	123	24.12
Upper division and graduate only	2	20.00	5	50.00	1	10.00	2	20.00	10	50.00
Professional only			7	41.18	6	35.29	4	23.53	22	56.41
Other					1	33.33	2	66.67	1	25.00
Size										
Less than 1,000	7	2.81	85	34.14	120	48.19	37	14.86	199	44.42
1,000-4,999	2	.65	114	36.89	163	52.75	30	9.71	227	42.35
5,000-9,999	1	.85	27	23.08	72	61.54	17	14.53	60	33.90
10,000-20,000			34	35.79	47	49.47	14	14.74	22	18.80
Over 20,000			12	26.67	25	55.56	8	17.78	5	10.00
Control										
Public	4	1.22	100	30.40	173	52.58	52	15.81	241	42.28
Private	6	1.23	172	35.39	254	52.26	54	11.11	272	35.88
Region										
New England			8	15.69	33	64.71	10	19.61	37	42.05
Middle States	4	2.53	36	22.78	99	62.66	19	12.03	87	35.51
Southern	3	2.05	42	28.77	77	52.74	24	16.44	169	53.65
North Central	2	.61	118	35.87	166	50.46	43	13.07	176	34.85
Northwest	1	2.00	21	42.00	25	50.00	3	6.00	14	21.88
Western			45	60.00	25	33.33	5	6.67	13	14.77
Canada			1	20.00	2	40.00	2	40.00	15	75.00
Other Countries			1	100.00					2	66.67

Table 13. Which of the following best describes your policy on failing grades?

	Assigned, recorded and reported on transcripts		Assigned, recorded, but *not* reported on transcripts		Assigned, but *not* recorded		Not assigned		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total	1,267	95.98	20	1.52	7	.53	26	1.97	8	.60
Type										
Two-year	265	94.31	4	1.42			12	4.27	3	1.06
Four-year	450	96.15	7	1.50	6	1.28	5	1.07	3	.64
Four-year with graduate and/or professional	492	96.85	9	1.77	1	.20	6	1.18	2	.39
Upper division and graduate only	17	85.00					3	15.00		
Professional only	39	100.00								
Other	4	100.00								
Size										
Less than 1,000	424	95.28	7	1.57	5	1.12	9	2.02	3	.67
1,000-4,999	507	95.30	10	1.88	2	.38	13	2.44	4	.75
5,000-9,999	172	97.73	3	1.70			1	.57	1	.56
10,000-20,000	114	97.44					3	2.56		
Over 20,000	50	100.00								
Control										
Public	549	96.65	4	.70	1	.18	14	2.46	2	.35
Private	718	95.48	16	2.13	6	.80	12	1.60	6	.79
Region										
New England	83	94.32	1	1.14	2	2.27	2	2.27		
Middle States	240	98.36	2	.82			2	.82	1	.41
Southern	301	96.47	4	1.28	3	.96	4	1.28	3	.95
North Central	476	94.82	11	2.19	2	.40	13	2.59	3	.59
Northwest	62	96.88					2	3.13		
Western	83	95.40	1	1.15			3	3.45	1	1.14
Canada	20	100.00								
Other Countries	2	66.61	1	33.33						

Table 14. If failing grades are not assigned, does the student's permanent record reflect in any way that the course was attempted?

	Yes		No		No response	
	No.	%	No.	%	No.	%
Total	118	75.16	39	24.84	1,171	88.18
Two-year	36	83.72	7	16.28	241	84.86
Four-year	32	69.57	14	30.43	425	90.23
Four-year with graduate and/or professional	44	72.13	17	27.87	449	88.04
Upper division and graduate only	3	75.00	1	25.00	16	80.00
Professional only	3	100.00			36	92.31
Other					4	100.00
Size						
Less than 1,000	41	70.69	17	29.31	390	87.05
1,000-4,999	45	76.27	14	23.73	477	88.99
5,000-9,999	12	80.00	3	20.00	162	91.53
10,000-20,000	13	81.25	3	18.75	101	86.32
Over 20,000	7	77.78	2	22.22	41	82.00
Control						
Public	54	80.60	13	19.40	503	88.25
Private	64	71.11	26	28.89	668	88.13
Region						
New England	8	72.73	3	27.27	77	87.50
Middle States	12	70.59	5	29.41	228	93.06
Southern	27	81.82	6	18.18	282	89.52
North Central	54	76.06	17	23.94	434	85.94
Northwest	8	88.89	1	11.11	55	85.94
Western	5	45.45	6	54.55	77	87.50
Canada	4	100.00			16	80.00
Other Countries			1	100.00	2	66.67

did not assign failing grades. The results are difficult to interpret, but for those institutions responding to this item, it is clear that the majority (75.16%) do record on the student's permanent record that the course was attempted, even though the failing grade might not be listed.

In calculating grade point averages, how do you handle repeated course grades? Discussions of grading practices invariably cover this item, and it is clear from the survey results shown on Table 15 that there is no general agreement. The practice of averaging the repeated course grade with the original course grade is employed by 46.16 percent of the responding institutions, while 53.84 percent replace the original grade with the repeated course grade. The latter practice is especially evident among two-year institutions (62.84%). Four-year institutions are also more likely to replace the original course grade (59.85%) than are four-year institutions with graduate and/or professional programs (44.60%).

Size also seems to be related to this issue, with the majority of the reporting institutions with less than 1,000 students replacing the original course grade (60.26%), whereas only 32.32 percent of the institutions between 10,000 and 20,000, and 30.77 percent of those above 20,000, follow this practice.

Table 15. In calculating grade point averages, how do you handle repeated course grades?

	Averaged with the original course grade		Replace the original course grade		No response	
	No.	%	No.	%	No.	%
Total	529	46.16	617	53.84	182	13.70
Type						
Two-year	97	37.16	164	62.84	23	8.10
Four-year	165	40.15	246	59.85	60	12.74
Four-year with graduate and/or professional	236	55.40	190	44.60	84	16.47
Upper division and graduate only	9	60.00	6	40.00	5	25.00
Professional only	21	70.00	9	30.00	9	23.08
Other	1	33.33	2	66.67	1	25.00
Size						
Less than 1,000	153	39.74	232	60.26	63	14.06
1,000-4,999	220	47.31	245	52.69	71	13.25
5,000-9,999	62	39.24	96	60.76	19	10.73
10,000-20,000	67	67.68	32	32.32	18	15.38
Over 20,000	27	69.23	12	30.77	11	22.00
Control						
Public	225	45.09	274	54.91	71	12.46
Private	304	46.99	343	53.01	111	14.64
Region						
New England	37	54.41	31	45.59	20	22.73
Middle States	99	50.51	97	49.49	49	20.00
Southern	137	51.12	131	48.88	47	14.92
North Central	191	41.08	274	58.92	40	7.92
Northwest	16	27.59	42	72.41	6	9.38
Western	48	61.45	30	38.46	10	11.36
Canada	1	10.00	9	90.00	10	50.00
Other Countries			3	100.00		

As in the case with so many other items in this survey, the public and private institutions present almost identical responses. Among the regional association areas, the Northwest has by far the highest percentage of institutions who report that they replace the original course grade with the repeated course grade (72.41%).

Institutions which believed that their policies could not be fairly included within one of the responses indicated on the questionnaire were invited to describe their policies "as succinctly as possible." Many of the comments, it developed, could have been tabulated under one of the two choices listed in the questionnaire. The majority of these would have been included in the group averaging repeated course grades.

A small but noticeable group does not compute a grade point average. A similarly small but noticeable group differentiates on the basis of student class level, permitting only freshmen (and in a few instances, sophomores) to repeat a failed course without the original failure being computed in the grade point average.

Undergraduate Transfer Admission Policies Related to the Grading Practices of Sending Institutions

Which of the following best describes your admission policy if all of the grades on the applicant's transcript are non-traditional?[1] Admissions officers face a difficult policy issue when confronted with an applicant's transcript that consists entirely of pass/fail, credit/no-credit, or other

1 This question is reproduced in its entirety in the Appendix.

non-traditional grades. In view of the small number of institutions that reported employing such grading policies for all students, it might be assumed that few admissions officers had encountered the problem directly. Table 16 shows, however, that only 32.55 percent of the institutions reported that their policies had not yet been developed.

Of significance is the fact that fewer than one percent of the institutions with policies on this point stated that such applicants could not be considered for admission.

Reactions to two of the choices—"further evidence of quality of performance requested" and "applicant considered on the basis of other criteria"—seemed to suggest that the respondents considered them to be very similar. If the percentages of respondents for these two items are combined, it can be reported that 40.01 percent of the institutions seek some additional information about the academic records of students whose transcripts carry only non-traditional grades, and consider the applicant on the basis of this additional information. In 26.70 percent of the responding institutions, the applicant may be admitted, without regard to the type of grading system displayed on the transcript.

The two-year institutions appeared to be more liberal than other types on this issue, with 44.89 percent of those responding indicating that the applicant may be admitted, and only 22.63 percent indicating that additional information and criteria would be considered.

If some, but not all, of the grades on the transcript are non-traditional, do you accept credit in those courses with non-traditional grades? Table 17 shows that 22.49 percent have not yet developed policies, 35.95 percent will accept such credit without question, and 30.80 percent will accept such credit but will request further information concerning the quality of the work in the courses receiving non-traditional grades. Only 9.03 percent of the responding institutions indicated that they have a limit on the number of such credits accepted.

The larger the institution, the more likely it appears that such credits will be accepted without question, with a range from 31.60 percent for all institutions with less than 1,000 students, to 52.5 percent for those with 10,000 or more students. Public institutions are somewhat more likely to accept such credits without question than are the private institutions. The larger the institution, the more likely that policies on this subject have been developed.

There is a considerable range among institutions in the various regional accrediting associations, extending from 26.70 percent for the Middle States to 55.81 percent of those in the Western Association, reporting that credit in courses with non-traditional grades is accepted without question. The institutions reporting in the Western Association are also the most likely to have developed policies on this issue.

Which of the following best describes your policy in calculating transfer grade point averages for students whose transcripts include

1 This question is reproduced in its entirety in the Appendix.

Table 16. Which of the following best describes your admission policy if *all* of the grades on the applicant's transcript are non-traditional?

	Applicant may be admitted		Applicant not considered for admission		Further evidence of quality of performance is requested		Applicant considered on the basis of other criteria		Policies not yet developed		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	
Total	329	26.70	9	.73	216	17.53	277	22.48	401	32.55	96	7.23
Type												
Two-year	123	44.89	1	.36	26	9.49	36	13.14	88	32.12	10	3.52
Four-year	98	21.92	3	.67	79	17.67	105	23.49	162	36.24	24	5.10
Four-year with graduate and/or professional	101	21.63	3	.64	102	21.84	121	25.91	140	29.98	43	8.43
Upper division and graduate only	3	23.08			3	23.08	4	30.77	3	23.08	7	35.00
Professional only	3	10.71	2	7.14	6	21.43	9	32.14	8	28.57	11	28.21
Other	1	33.33					2	66.67			1	25.00
Size												
Less than 1,000	100	24.39	4	.98	65	15.85	90	21.95	151	36.83	38	8.48
1,000-4,999	136	26.88	3	.59	81	16.01	120	23.72	166	32.81	30	5.60
5,000-9,999	47	28.66			26	15.85	39	23.78	52	31.71	13	7.34
10,000-20,000	32	29.36	1	.92	31	28.44	18	16.51	27	24.77	8	6.84
Over 20,000	14	32.56	1	2.33	13	30.23	10	23.26	5	11.63	7	14.00
Control												
Public	181	33.77	3	.56	95	17.72	101	18.84	156	29.10	34	5.96
Private	148	21.26	6	.86	121	17.39	176	25.29	245	35.20	62	8.18
Region												
New England	22	27.50			12	15.00	21	26.25	25	31.25	8	9.09
Middle States	47	21.56	3	1.38	43	19.72	53	24.31	72	33.03	27	11.02
Southern	85	28.52	4	1.34	50	16.78	49	16.44	110	36.91	17	5.40
North Central	123	25.89	2	.42	83	17.47	114	24.00	153	32.21	30	5.94
Northwest	15	26.32			9	15.79	17	29.82	16	28.07	7	10.94
Western	31	38.27			12	14.81	21	25.93	17	20.99	7	7.95
Canada	6	30.00			6	30.00	1	5.00	1	35.00		
Other Countries					1	33.33	1	33.33	1	33.33		

Table 17. If some, but not all of the grades on the transcript are non-traditional, do you accept credit in those courses with non-traditional grades?

	Yes, without question		Yes, but further information concerning quality of work is requested		Yes, but with a limit on the number of credits		No		Policies not yet developed		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total	454	35.95	390	30.88	114	9.03	20	1.58	284	22.49	66	4.97
Type												
Two-year	98	35.25	70	25.18	19	6.83	6	2.16	85	30.58	6	2.11
Four-year	144	31.51	156	34.14	41	8.97	7	1.53	109	23.85	14	2.97
Four-year with graduate and/or professional	196	40.75	148	30.77	49	10.19	6	1.25	81	16.84	30	5.90
Upper division and grad. only	5	35.71	5	35.71					4	28.57	6	30.00
Professional only	10	34.48	9	31.03	4	13.79	1	3.45	5	17.24	10	25.64
Other	1	25.00	2	50.00	1	25.00						
Size												
Less than 1,000	134	31.60	129	30.42	38	8.96	7	1.65	116	27.36	24	5.36
1,000-4,999	164	31.91	173	33.66	45	8.75	8	1.56	124	24.12	22	4.10
5,000-9,999	72	43.64	49	29.70	10	6.06	3	1.82	30	18.18	13	7.39
10,000-20,000	58	51.79	28	25.00	13	11.61	1	.89	12	10.71	5	4 27
Over 20,000	26	54.17	11	22.92	8	16.67	1	2.08	2	4.17	2	4.00
Control												
Public	226	40.94	157	28.44	49	8.88	8	1.45	112	20.29	18	3.16
Private	228	32.07	232	32.77	65	9.14	12	1.69	172	24.19	48	6.34
Region												
New England	23	28.40	29	35.80	10	12.35	2	2.47	17	20.99	7	7.95
Middle States	59	26.70	84	38.01	19	8.60	2	.90	57	25.79	24	9.80
Southern	93	30.79	95	31.46	24	7.95	9	2.98	81	26.82	13	4.13
North Central	197	40.45	140	28.75	40	8.21	6	1.23	104	21.36	18	3.56
Northwest	30	48.39	10	16.13	10	16.13			12	19.35	2	3.13
Western	48	55.81	25	29.07	8	9.30			5	5.81	2	2.27
Canada	3	15.00	7	35.00	2	10.00	1	5.00	7	35.00		
Other Countries	1	33.33			1	33.33			1	33.33		

non-traditional grades?[1] Table 18 reflects the fact that a substantial number of institutions (28.37%) have not yet adopted a policy concerning the place of non-traditional grades in calculating grade point averages for the admission of transfer students. Of those with developed policies, the largest number (43.53%) report that the non-traditional grades are simply disregarded. Further information is requested from the sending institution by 20.61 percent of those responding to this item, while 7.39 percent assign an arbitrary value to the non-traditional grades.

Four-year institutions with graduate and/or professional programs are more likely to disregard the non-traditional grades (51.76%) than are either the four-year (41.07%) or the two-year (31.93%) institutions. The two-year institutions are also the least likely of the various types to have developed policies on this matter.

The size of institution seems to be closely related to such policies, as indicated by the fact that 34.44 percent of the institutions with less than 1,000 students disregard non-traditional grades in calculating transfer grade point averages, compared to 60.82 percent of the institutions with enrollments of 10,000 and above.

Public or private control seems to make very little difference, but institutions from the various regional accrediting association areas show a substantial range, extending from 27.12 percent of those from the New England Association which disregard non-traditional grades in calculating transfer grade point averages, to 66.07 percent from the Northwest Association. Nearly half (45.76%) of the reporting institutions from the New England Association have not yet developed policies, whereas only 12.16 percent of the reporting institutions from the Western Association report no policies developed.

Because of an unusually large number of "no response" answers (18.01%), and because the comments on this question indicated that some respondents were thinking in terms of graduation grade point average rather than admission grade point average, some question may be raised concerning the validity of the total response. Comments seemed to indicate that most colleges exclude non-traditional passing grades from their averages, but that non-traditional failing grades do count against the students in determining grade point averages for admission purposes.

Which of the following best describes your policy if the sending institution does not report failing grades on its transcripts?[1] It is clear, from responses to other items in the questionnaire, that very few institutions do *not* report failing grades on their transcripts. This probably helps to account for the fact that almost 40 percent of the institutions responding to the above question indicated that they had not yet established any policy. As indicated in Table 19, two responses dominated

1 This question is reproduced in its entirety in the Appendix.

Table 18. Which of the following best describes your policy in calculating transfer grade point averages for students whose transcripts include non-traditional grades?

	Non-traditional grades are disregarded		Further information requested from the sending institution		Non-traditional grades are assigned an arbitrary value		Policies have not been developed		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total	471	43.53	223	20.61	80	7.39	307	28.37	247	18.61
Two-year	76	31.93	43	18.07	24	10.08	95	39.92	46	16.20
Four-year	154	41.07	94	25.07	15	4.00	112	29.87	96	20.38
Four-year with graduate and/or professional	221	51.76	81	18.97	36	8.43	88	20.61	84	16.50
Upper division and graduate only	7	53.85	2	15.38	1	7.69	3	23.08	7	35.00
Professional only	12	48.00	2	8.00	4	16.00	7	28.00	14	35.90
Other	1	25.00	1	25.00			2	50.00		
Size										
Less than 1,000	124	34.44	73	20.28	32	8.89	131	36.39	88	19.64
1,000-4,999	192	43.64	96	21.82	22	5.00	130	29.55	96	17.91
5,000-9,999	73	49.32	27	18.24	13	8.78	34	22.97	30	17.06
10,000-20,000	52	56.52	20	21.74	10	10.87	10	10.87	25	21.37
Over 20,000	30	71.43	7	16.67	3	7.14	2	4.76	8	16.00
Control										
Public	221	46.04	103	21.46	39	8.13	116	24.17	91	16.00
Private	250	41.53	120	19.93	41	6.81	191	31.73	156	20.58
Region										
New England	16	27.12	12	20.34	4	6.78	27	45.76	29	32.95
Middle States	72	39.56	41	22.53	11	6.04	58	31.87	63	25.71
Southern	94	33.81	72	25.90	28	10.07	84	30.22	37	11.75
North Central	203	48.92	71	17.11	30	7.23	110	26.51	91	18.02
Northwest	37	66.07	8	14.29	2	3.57	9	16.07	8	12.50
Western	47	63.51	14	18.92	4	5.41	9	12.16	14	15.91
Canada	1	6.67	5	33.33	1	6.67	8	53.33	5	25.00
Other Countries	1	33.33					2	66.67		

Table 19. Which of the following best describes your policy if the sending institution does not report failing grades on its transcripts?

	This fact is disregarded		Additional information is requested		Admission is denied		No policy has been established		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total	353	28.84	380	31.05	2	.16	489	39.95	104	7.83
Type										
Two-year	128	47.94	45	16.85			94	35.21	17	5.99
Four-year	111	24.89	143	32.06			192	43.05	25	5.31
Four-year with graduate and/or professional	104	22.37	178	38.28	2	.43	181	38.92	45	8.82
Upper division and graduate only	3	21.43	3	21.43			8	57.14	6	30.00
Professional only	7	25.00	11	39.29			10	35.71	11	28.21
Other							4	100.00		
Size										
Less than 1,000	116	28.22	123	29.93			172	41.85	37	8.26
1,000-4,999	142	28.29	140	27.89			220	43.82	34	6.34
5,000-9,999	53	32.72	51	31.48	1	.62	57	35.19	15	8.47
10,000-20,000	32	30.48	44	41.90	1	.95	28	26.67	12	10.26
Over 20,000	10	22.73	22	50.00			12	27.27	6	12.00
Control										
Public	192	35.96	161	30.15	2	.37	179	33.52	36	6.32
Private	161	23.33	219	31.74			310	44.93	68	8.97
Region										
New England	26	32.50	26	32.50			28	35.00	8	9.09
Middle States	53	24.20	66	30.14	1	.46	99	45.21	26	10.61
Southern	68	23.05	96	32.54	1	.34	130	44.07	20	6.35
North Central	144	30.97	145	31.18			176	37.85	40	7.92
Northwest	19	31.15	20	32.79			22	36.07	3	4.69
Western	38	45.78	16	19.28			29	34.94	5	5.68
Canada	3	16.67	10	55.56			5	27.78	2	10.00
Other Countries	2	66.67	1	33.33						

the remaining choices: 28.84 percent stated that they disregarded the fact that an institution did not report a failing grade, while 31.05 percent reported that additional information was requested. Two-year institutions were the most likely to disregard this fact (47.94%) while the largest institutions seem most likely to request additional information (50.0%). A sending institution's policy of not reporting failing grades on transcripts seemed much less of an issue to institutions from the Western Association area, 45.78 percent of which reported that this fact is disregarded, than to institutions in the Southern (23.05%) or Middle States (24.20%) areas.

The comments offered on this question expressed a desire to have full information on all students transferring. Generally, respondents recognized that full information may not be available, but they considered it a violation of good practice not to give a full report, including failing grades. While few colleges indicated that a student might not be admitted, one indicated that the applicant would be "considered with some suspicion," while another threatened "a long talk" with the first registrar he discovers not recording failing grades.

Graduate-Professional Admission Policies Related to the Grading Practices of Sending Institutions

If a substantial number of undergraduate grades are non-traditional, is graduate or professional admission jeopardized or delayed? Table 20 shows that one out of every four of the institutions responding to this question (25.85%) checked "yes." An almost equal number (21.13%) checked "no." And the largest percentage (36.60%) reported that no policy had been established.

Problems in admission to graduate or professional schools for applicants with a substantial number of non-traditional grades seem most likely to occur in institutions with over 20,000 students (41.03%). The responses also seemed to be related to type of control. Of the public institutions, 31.29 percent indicated that graduate or professional admissions would be jeopardized or delayed, compared to 19.84 percent of the private institutions. Regional differences do not appear to be as great on this issue as on some of the other items in the survey. A number of institutions added comments indicating that greater reliance would be placed on Graduate Record Examination scores or the reputation of the sending institution—or both—if a substantial number of undergraduate grades were non-traditional.

Changes in The Grading Systems

When was the most recent major change in your grading system? One of the objectives of the survey was to attempt a measure of the rate of major changes in grading systems. It is interesting to note, from

Table 20. If a substantial number of undergraduate grades are non-traditional, is graduate or professional admission jeopardized or delayed?

	Yes		No		No policy has been established		Policy varies among departments		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total	137	25.85	112	21.13	194	36.60	87	16.42	798	60.09
Type										
Two-year	3	30.00	3	30.00	3	30.00	1	10.00	274	96.48
Four-year	2	9.52	8	38.10	10	47.62	1	4.76	450	95.54
Four-year with graduate and/or professional	116	25.84	83	18.49	168	37.42	82	18.26	61	11.96
Upper division and graduate only	4	25.00	6	37.50	5	31.25	1	6.25	4	20.00
Professional only	12	38.71	10	32.26	7	22.58	2	6.45	8	20.51
Other			2	66.67	1	33.33			1	25.00
Size										
Less than 1,000	19	20.65	32	34.78	35	38.04	6	6.52	356	79.46
1,000-4,999	134	17.89	44	23.16	88	46.32	24	12.63	346	64.55
5,000-9,999	40	31.75	21	16.67	43	34.13	22	17.46	51	28.81
10,000-20,000	28	33.73	12	14.46	22	26.51	21	25.30	34	29.06
Over 20,000	16	41.03	3	7.69	6	15.38	14	35.90	11	22.00
Control										
Public	87	31.29	48	17.27	89	32.01	54	19.42	292	51.23
Private	50	19.84	64	25.40	105	41.67	33	13.10	506	66.75
Region										
New England	5	16.13	7	22.58	10	32.26	9	29.03	57	64.77
Middle States	22	22.68	22	22.68	42	43.30	11	11.34	148	60.41
Southern	38	29.92	28	22.05	46	36.22	15	11.81	188	59.68
North Central	43	24.43	32	18.18	71	40.34	30	17.05	329	65.15
Northwest	10	29.41	9	26.47	9	26.47	6	17.65	30	46.88
Western	13	25.49	12	23.53	12	23.53	14	27.45	37	42.05
Canada	6	50.00	1	8.83	3	25.00	2	16.67	8	40.00
Other Countries			1	50.00	1	50.00			1	33.33

Table 21, that the pace seems to be quickening. Changes three to five years ago (a three-year period) were reported by 23.43 percent of the institutions responding to this item, while an almost identical number made major changes one to two years ago (a two-year period), and nearly as many (20.95%) made major changes within the last year. An additional 13.80 percent reported major changes in progress, some of which have undoubtedly been acted upon by this time. Of the various types of institutions included in the survey, the two-year institutions report the greatest number of changes within the last year (26.14). The largest institutions (over 20,000 enrollment) also seem to be experiencing considerable ferment, with 50 percent reporting major changes in progress or made within the last year.

Institutions reporting from the areas served by Southern and Western Regional Associations have experienced the lowest percentage of recent major changes, while those from the Northwest, New England, and Middle States Associations have been the most active in changing their grading systems.

Perhaps one of the most significant facts to come out of this survey is that eight out of every ten institutions (81.54%) responding to this item have experienced a major change in their grading system within the last six years.

Which of the following would you anticipate for your grading system within the next five years?[1] While the effectiveness of registrars as predictors of the future has not been tested, except in the area of enrollment projections, they traditionally work very closely with faculty committees considering changes in grading systems, and often influence the nature and extent of such changes. Thus, their views on the probable future course of grading systems was sought. Table 22 indicates that the majority (56.41%) predict that their institutional grading systems will probably remain about the same within the next five years. Another 40.88 percent anticipate that their systems will become less traditional, and only 2.71 percent predict more traditional systems in the near future.

Among the various regions, registrars from the Southern Association area appear more inclined toward the view that their grading systems will probably remain about the same (68.09%), and a smaller percent from this region believe that they may become less traditional (29.93%).

1 This question is reproduced in its entirety in the Appendix.

Table 21. When was the most recent major change in your grading system?

	Now in progress		Within last year		1-2 years ago		3-5 years ago		More than 6 years ago		No response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	
Total	172	13.80	261	20.95	290	23.27	292	23.43	230	18.46	83	6.25
Type												
Two-year	46	17.42	69	26.14	49	18.56	44	16.67	55	20.83	21	7.42
Four-year	57	13.10	86	19.77	104	23.91	107	24.60	81	18.62	36	7.64
Four-year with graduate and/or professional	65	13.27	101	20.61	124	25.31	125	25.51	75	15.31	20	3.92
Upper division and graduate only	3	15.79	2	10.53	4	21.05	6	31.58	4	21.05	1	5.00
Professional only	1	2.86	3	8.57	8	22.86	9	25.71	14	40.00	4	10.26
Other					1	33.33	1	33.33	1	33.33	1	25.00
Size												
Less than 1,000	51	12.17	89	21.24	84	20.05	93	22.20	101	24.11	30	6.71
1,000-4,999	70	14.14	93	18.79	118	23.84	123	24.85	91	18.38	41	7.65
5,000-9,999	27	15.70	34	19.77	49	28.49	37	21.51	25	14.53	5	2.82
10,000-20,000	15	13.39	30	26.79	28	25.00	28	25.00	11	9.82	5	4.27
Over 20,000	9	18.75	15	31.25	11	22.92	11	22.92	2	4.17	2	4.00
Control												
Public	82	15.16	121	22.37	125	23.11	124	22.92	88	16.27	30	5.27
Private	90	12.77	140	19.86	165	23.40	168	23.83	142	20.14	53	6.99
Region												
New England	13	16.88	18	23.38	14	18.18	21	27.27	11	14.29	11	12.50
Middle States	39	17.18	52	22.91	55	23.35	48	21.15	35	15.42	18	7.35
Southern	29	9.93	54	18.49	65	22.26	66	22.60	77	26.37	24	7.62
North Central	65	13.63	101	21.17	117	24.53	110	23.06	84	17.61	28	5.54
Northwest	12	19.35	14	22.58	10	16.13	18	29.03	8	12.90	2	3.13
Western	8	9.09	17	19.32	26	29.55	25	28.41	12	13.64		
Canada	6	30.00	4	20.00	5	25.00	4	20.00	1	5.00		
Other Countries			1	33.33					2	66.67		

Table 22. Which of the following would you anticipate for your grading system within the next five years?

	Probably become more traditional		Probably become less-traditional		Probably remain about the same		No response	
	No.	%	No.	%	No.	%	No.	%
Total	34	2.71	513	40.88	708	56.41	73	5.50
Type								
Two-year	2	.73	131	47.81	141	51.46	10	3.52
Four-year	13	2.94	172	38.91	257	58.14	29	6.16
Four-year with graduate and/or professional	16	3.32	196	40.66	270	56.02	28	5.49
Upper division and graduate only			8	42.11	11	57.89	1	5.00
Professional only	3	8.82	3	8.82	28	82.35	5	12.82
Other			3	75.00	1	25.00		
Size								
Less than 1,000	12	2.83	145	34.20	267	62.97	24	5.36
1,000-4,999	15	2.98	217	43.14	271	53.88	33	6.16
5,000-9,999	1	.59	76	44.97	92	54.44	8	4.52
10,000-20,000	5	4.50	50	45.05	56	50.45	6	5.13
Over 20,000	1	2.08	25	52.08	22	45.83	2	4.00
Control								
Public	10	1.82	244	44.53	294	53.65	22	3.86
Private	24	3.39	269	38.05	414	58.56	51	6.73
Region								
New England	4	5.19	36	46.75	37	48.05	11	12.50
Middle States	6	2.68	99	44.20	119	53.13	21	8.57
Southern	6	1.97	91	29.93	207	68.09	11	3.49
North Central	12	2.49	220	45.74	249	51.77	24	4.75
Northwest	2	3.23	27	43.55	33	53.23	2	3.13
Western	2	2.38	35	41.67	47	55.95	4	4.55
Canada	2	10.00	5	25.00	13	65.00		
Other Countries					3	100.00		

AACRAO SURVEY OF GRADING SYSTEMS

Please read the following instructions before completing the form:

1. We recognize that some institutions have different grading systems for their various schools, colleges, or divisions. If you have more than one type of grading system in your institution, please duplicate this form and complete one copy for each system. For example, if your institution includes a Graduate College with a grading system and/or policies which differ from the rest of the institution, please complete a separate copy of the form for that College, identifying it, under the "Institutional Information" section, by name, type, enrollment, and location.

2. We recognize, also, that special features of an institution's grading system may make a clear-cut response to some items difficult. Please attempt to answer each applicable question, however, selecting the response that most nearly describes the situation in your institution.

3. Please return the completed form(s) as soon as possible, but no later than April 26, 1971, to:

E. E. Oliver, Director
University Office of School
and College Relations
351 Illini Tower
409 East Chalmers
Champaign, Illinois 61820

INSTITUTIONAL INFORMATION

(For each question, please circle the number of the appropriate response)

1. What was the fall 1970 total head count enrollment in your institution?

Less than 1,000	1
1,000 - 4,999	2
5,000 - 9,999	3
10,000 - 20,000	4
Over 20,000	5

2. Is your institution public or private?

Public	1
Private	2

3. Which of the following best describes your type of institution?

Two-year	1
Four-year	2
Four-year with graduate and/or professional	3
Upper division and graduate only	4
Professional only	5

4. What is the name of your institution?

(please print) _____

5. In what state or province is your institution located?

(please print) _____

PRESENT GRADING SYSTEM

(For each question, please circle the number of the appropriate response)

6. What type of grading system do you have?

Traditional (letter grades, or numbers or symbols which can be converted to letter grades)	1
Non-traditional (pass-fail, written achievement reports, credit-no credit, etc., which cannot be converted to traditional letter grades)	2
A combination of traditional and non-traditional	3

7. Do you utilize a pass-fail (or credit-no credit) system?

Yes, exclusively	1 (skip to question 10)
Yes, partially (optional for students and/or for certain courses)	2
No	3 (skip to question 15)

8. Are the courses which can be taken pass-fail (or credit-no credit) limited to electives?

Yes	1
No	2

9. Are the faculty members teaching these courses given notice of which students elected the pass-fail (or credit-no credit) option?

Yes	1
No	2

10. Do you record grades of "pass" or "credit" on the student's permanent record?

- Yes 1
- No 2

11. Do you record grades of "fail" or "no credit" on the student's permanent record?

- Yes, and include it in the grade-point average . . . 1
- Yes, but do not include it in the grade-point average 2
- No 3

12. Approximately what percentage of your students take courses on a pass-fail or credit-no credit basis?

- Less than 10% 1
- 10% to 24% 2
- 25% to 49% 3
- 50% to 74% 4
- 75% to 99% 5
- 100% 6

13. Approximately what percentage of the credits required for a bachelor's degree (associate degree for two-year institutions) may be taken on a pass-fail or credit-no credit basis?

- Less than 10% 1
- 10% to 24% 2
- 25% to 49% 3
- 50% to 74% 4
- 75% to 99% 5
- 100% 6

14. What quality of work is represented by "pass" or "credit"?

- B and above. 1
- C and above. 2
- D and above. 3
- Undetermined 4

15. Which of the following best describes your policy on failing grades?

- They are assigned, recorded, and reported on transcripts. 1
- They are assigned, recorded, but <u>not</u> reported on transcripts 2
- They are assigned, but <u>not</u> recorded. 3
- They are not assigned. 4

16. If failing grades are not assigned, does the student's permanent record reflect in any way that the course was attempted?

Yes 1
No. 2

17. In calculating grade point averages, how do you handle repeated course grades?

They are averaged with the original course grade. . . 1
They replace the original course grade. 2

If your policy cannot be fairly included within one of the above categories, please describe it below as succinctly as possible or attach any descriptive material.

_____

_____

_____

ADMISSION OF UNDERGRADUATE STUDENTS AND ACCEPTANCE OF CREDITS FROM OTHER ACCREDITED INSTITUTIONS

(For each question, please circle the number of the appropriate response)

18. Which of the following best describes your admission policy if all of the grades on the applicant's transcript are non-traditional?

The applicant may be admitted 1
The applicant is not considered for admission 2
Further evidence of the quality of the applicant's academic performance is requested from the sending institution. 3
The applicant is considered on the basis of other criteria (test scores, reputation of sending institution, etc.). 4
Policies have not yet been developed. 5

19. If some, but not all, of the grades on the transcript are non-traditional, do you accept credit in those courses with non-traditional grades?

Yes, without question 1
Yes, but further information concerning the quality of work in these courses is requested from the sending institution. 2
Yes, but with a limit on the number of credits thus accepted 3
No. 4
Policies have not yet been developed. 5

20. Which of the following best describes your policy in calculating transfer grade point averages for students whose transcripts include non-traditional grades?

The non-traditional grades are disregarded 1
Further information is requested from the sending institution, and the non-traditional grades are converted on the basis of this information 2
The non-traditional grades are assigned an arbitrary value and included in the grade point average. 3
Policies have not been developed 4

If your policy cannot be fairly included within one of the above categories, please describe it below as succinctly as possible or attach any descriptive material.

_____

_____

_____

_____

_____

21. Which of the following best describes your policy if the sending institution does not report failing grades on its transcripts?

This fact is disregarded in considering the applicant for admission 1
Additional information is requested from the sending institution 2
Admission is denied 3
No policy has been established. 4

If your policy cannot be fairly included within one of the above categories, please describe it below as succinctly as possible or attach any descriptive material.

_____

_____

_____

_____

ADMISSION OF GRADUATE AND PROFESSIONAL STUDENTS

(If your institution offers graduate and/or professional degrees, please answer question 22. However, if you are submitting any separate reports for your graduate and/or professional divisions, please skip to question 23.)

22. If a substantial number of undergraduate grades are non-traditional, is graduate or professional admission jeopardized or delayed?

Yes 1
No. 2
No policy has been established. 3
Policy varies among departments or divisions. 4

If you have developed a policy to cover this condition, please summarize it below or attach already prepared documents.

_____

_____

_____

_____

_____

CHANGES IN GRADING SYSTEM

(For each question, please circle the number of the appropriate response)

23. When was the most recent major change in your grading system (for example, addition of pass-fail, creation of new symbols, revision in the quality point value of grades, elimination of failing grades, etc.)?

Currently in progress 1
Within the last year. 2
1 - 2 years ago 3
3 - 5 years ago 4
More than 6 years ago 5

24. Which of the following would you anticipate for your grading system within the next five years?

It will probably become more traditional. 1
It will probably become less traditional. 2
It will probably remain about the same. 3

RESPONDENT _____

TITLE _____

THANK YOU!

PUBLICATIONS OF AACRAO*

COLLEGE AND UNIVERSITY, the quarterly Journal of AACRAO. The 1970-71 number is Volume XLVI. Subscription, $8 per year. Fall, Winter, & Spring issues, $2 per copy. Summer issue, $3. Robert E. Mahn, editor.

NEWSLETTER. A quarterly report of Association activities. Distributed to the membership only, free. Linton Cox, editor.

REPORT OF CREDIT GIVEN. A summary report of credit acceptance policies, by states. Published annually in February. $3 per copy. Albert L. Clary, editor.

WORLD EDUCATION SERIES, Robert Hefling, editor. $1 per copy. *Do-It-Yourself Evaluation of Foreign Student Credentials* (1966); *Guides to the Academic Placement of Students from Foreign Countries in Educational Institutions in the United States of America;* United Kingdom (1963); France (1964); India (1964); Lebanon (1964); Switzerland (1964); Germany (1966); Japan (1966); Iraq (1966); Spain (1967); Mexico (1968); Saudi Arabia (1968); Jordan (1969); Iran (1970); Republic of Vietnam (1970); United Arab Republic (1970); India (1971), $3.00. Norway (October 1971), $2.00.

Placement Guides to Accompany U. S. Office of Education Publications (free); Czechoslovakia (1964); Iran (1964); Poland (1964); New Zealand (1965); Peru (1965); Chile (1965); USSR (1966); Soviet Zone of Germany (1966); Taiwan (1967).

The Home State and Migration of American College Students, Fall 1958, Nelson M. Parkhurst, Coordinator of the Study (1959). $2.

A Supplement to Home State and Migration of American College Students, Fall 1958 (1959). $1.

Methodology of Enrollment Projections for Colleges and Universities, by L. J. Lins (1960). $2.

The University Calendar (1961). $2.

Certification of Students under Veterans Laws (1970). $2.

Projections of Enrollments Public and Private Colleges and Universities (1970-1987), Ronald B. Thompson, editor $2.

Survey of Management and Utilization of Electronics Data Processing Systems in Admissions, Records, and Registration (1970). $2.

A Guide to an Adequate Permanent Record and Transcript (1971). $2.

AACRAO Survey of Grading Policies in Member Institutions (1971). $2.

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AACRAO
One Dupont Circle, Suite 330
Washington, D. C. 20036